



Kindergarten Visual Arts Scope and Sequence

Unit Theme	Unit Focus	Concepts	Focus Standards	Assessment/Connections
1 Introduction	This 3-week unit focuses on creating a positive learning environment by establishing classroom routines and procedures, building teacher-student rapport as students explore/manipulate materials through identity-based mini projects.	<ul style="list-style-type: none">• Norms, Rituals, Routines• Material Exploration• Identity	K.1.1 Explore the significance and purposes of art. K.2.1 Use materials and tools safely. K.1.2 Name art materials (clay, paint, crayons) introduced in lessons. K.4.3 Discuss how and why students made a specific work of art and provide reasons why they like it, using appropriate art vocabulary. K.4.4 Describe various reasons that he/she has made art in a way that it was done.	Teacher-Created Assessment
2 Line	This 3-week unit introduces students to the element of art: line. Students will explore different kinds of lines artists use to create works of art while continuing media exploration.	<ul style="list-style-type: none">• Thick and Thin Lines• Different Kinds of Lines• Looking at Smooth and Rough Lines• Lines to Touch• Broken Lines• Lines Make Pictures	K.5.1 Draw lines (curved, straight, parallel) to represent movements used in play. K.2.1 Use materials and tools safely. K.1.2 Name art materials (clay, paint, crayons) introduced in lessons. K.1.6 Identify and name the elements of art (line, color, shape, and texture) in objects in nature, in the environment, and in works of art. K.4.3 Discuss how and why students made a specific work of art and provide reasons why they like it, using appropriate art vocabulary. K.4.4 Describe various reasons that he/she has made art in a way that it was done.	Teacher-Created Assessment Paul Klee-Example Wassily Kandinsky-Example Jackson Pollock-Example
3 Shape	In this unit, students will begin to develop an understanding that lines can make shapes. Students will also explore the difference between geometric and free-form shapes, and how artists use them in their artwork.	<ul style="list-style-type: none">• Lines Outline Shapes• Geometric Shapes• Free Form Shapes• More About Shapes• The Shape of Me• The Shape of My Family	K.5.2 Draw geometric shapes (circles, square, triangles) and repeat them in dance/movement sequences. K.2.2 Assemble a collage with cut or torn paper shapes. K.1.6 Identify and name the elements of art (line, color, shape, and texture) in objects in nature, in the environment, and in works of art. K.2.1 Use materials and tools safely. K.1.2 Name art materials (clay, paint, crayons) introduced in lessons. K.2.3 Use basic geometric shapes to create an image of a person. K.4.3 Discuss how and why students made a specific work of art and provide reasons why they like it, using appropriate art vocabulary. K.4.4 Describe various reasons that he/she has made art in a way that it was done.	Paul Klee Collage Project

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4 Color	This unit focuses on introductory color theory concepts (identification, sorting, mood and emotion).	<ul style="list-style-type: none"> A Garden of Colors Identifying Colors Looking at Colors Bright and Dull Colors Color and Feelings Light and Dark Colors 	K.1.6 Identify and name the elements of art (line, color, shape, and texture) in objects in nature, in the environment, and in works of art. K.2.1 Use materials and tools safely. K.1.2 Name art materials (clay, paint, crayons) introduced in lessons. K.4.3 Discuss how and why students made a specific work of art and provide reasons why they like it, using appropriate art vocabulary. K.4.4 Describe various reasons that he/she has made art in a way that it was done.	Discussion of Works of Art Mark Rothko-Example
5 Form	In this unit, students will learn that forms are defined as three-dimensional shapes and will identify forms in the real world (animals, buildings, etc.). Students will also investigate the concept of two-dimensional space in a flat work of art.	<ul style="list-style-type: none"> Space in Art Form A Building Is a Form An Animal is a Form Forms Can Have Designs Forms Can Be Used 	K.1.4 Distinguish between 2D shapes and 3D forms. K.2.1 Use materials and tools safely. K.1.2 Name art materials (clay, paint, crayons) introduced in lessons. K.2.5 Create three-dimensional constructions using basic tools and art processes, such as paper and foam products, scissors, and glue. K.2.7 Create three-dimensional forms (a real or imaginary animal) using clay and other workable media. K.4.3 Discuss how and why students made a specific work of art and provide reasons why they like it, using appropriate art vocabulary. K.4.4 Describe various reasons that he/she has made art in a way that it was done.	3D Project
6 Texture	This unit introduces texture as an element of art which adds interest to works of art. This unit will also explore the differences between tactile (actual) texture and visual texture.	<ul style="list-style-type: none"> Texture You Can Touch Texture You Can See Designing with Texture Fiber Textures Real Texture in Forms Texture in Shapes 	K.1.6 Identify and name the elements of art (line, color, shape, and texture) in objects in nature, in the environment, and in works of art. K.2.1 Use materials and tools safely. K.1.2 Name art materials (clay, paint, crayons) introduced in lessons. K.4.3 Discuss how and why students made a specific work of art and provide reasons why they like it, using appropriate art vocabulary. K.4.4 Describe various reasons that he/she has made art in a way that it was done.	Teacher-Created Assessment Discussion of Works of Art

Unit Theme	Unit Focus	Concepts	Focus Standards	Assessment/Connections
<p>7</p> <p>Balance, Rhythm, and Movement</p>	<p>In this unit, students will be introduced to the principles of design: balance, rhythm and movement. Students should also begin to recognize the connection between the elements of art and the principles of design.</p>	<ul style="list-style-type: none"> • Balance • Even Balance with Animals • Pattern and Movement • Pattern and Printing • Pattern Helps Make Unity 	<p>K.2.1 Use materials and tools safely.</p> <p>K.1.2 Name art materials (clay, paint, crayons) introduced in lessons.</p> <p>K.2.4 Create symmetrical, patterned and random arrangements using lines, shapes, forms, and colors.</p> <p>K.1.7 Recognize and describe simple patterns found in the environment and works of art.</p> <p>K.4.3 Discuss how and why students made a specific work of art and provide reasons why they like it, using appropriate art vocabulary.</p> <p>K.4.4 Describe various reasons that he/she has made art in a way that it was done.</p>	<p>Teacher-Created Assessment</p>

Grade 1 Visual Arts Scope and Sequence

Unit Theme	Unit Focus	Concepts	Focus Standards	Assessment/Connections
1 Introduction	This 3-week unit focuses on creating a positive learning environment by establishing classroom routines and procedures, building teacher-student rapport as students explore/manipulate materials through identity-based mini projects.	<ul style="list-style-type: none"> • Norms, Rituals, Routines • Material Exploration • Identity 	1.1.1 Explore the significance and purposes of art. 1.1.2 Distinguish among various media when looking at works of art, including his/her own. 1.2.1 Use materials and tools safely. 1.2.5 Use basic tools and art-making processes, such as printing, crayon-rubbings, collage, and stencils. 1.4.2 Describe how and why students made a selected work of art, focusing on the media and technique and explain what the work means to them, what they like about their works of art and what they might change.	Teacher-Created Assessment
2 Line	This 3-week unit builds on students' prior knowledge of types of lines. Students will explore how different kinds of lines and line directions can demonstrate feelings, transform into real-world objects, and show movement.	<ul style="list-style-type: none"> • Lines • Calm Lines • Diagonal Lines • Curved Lines • Buildings Have Lines • Lines Show Movement 	1.1.3 Describe and replicate lines that show movement in figures and nature. 1.1.2 Distinguish among various media when looking at works of art, including his/her own. 1.2.1 Use materials and tools safely. 1.4.2 Describe how and why students made a selected work of art, focusing on the media and technique and explain what the work means to them, what they like about their works of art and what they might change.	Paul Klee Wassily Kandinsky Jackson Pollock
3 Shape	In this unit, students will learn that shapes are everywhere and begin to develop and understanding that all objects can be drawn beginning with simple shapes.	<ul style="list-style-type: none"> • Shapes Are Everywhere • People Shapes • Action Shapes • Outlining Shapes • Still-Life Shapes • Moving Shapes 	1.1.5 Distinguish between circle, square, triangle, rectangle, oval, and organic free-form shapes. 1.1.2 Distinguish among various media when looking at works of art, including his/her own. 1.2.1 Use materials and tools safely. 1.4.2 Describe how and why students made a selected work of art, focusing on the media and technique and explain what the work means to them, what they like about their works of art and what they might change.	Henri Matisse Roy Lichtenstein

Grade 1 Visual Arts Scope and Sequence

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4 Color	This unit introduces color theory vocabulary (primary/secondary), and the color-mixing process.	<ul style="list-style-type: none"> A Rainbow of Colors Primary Colors Red and Yellow Make Orange Blue and Yellow Make Green Red and Blue Make Violet Primary and Secondary Colors 	1.2.4 Mix secondary colors from primary colors and describe the process. 1.1.2 Distinguish among various media when looking at works of art, including his/her own. 1.2.1 Use materials and tools safely. 1.4.2 Describe how and why students made a selected work of art, focusing on the media and technique and explain what the work means to them, what they like about their works of art and what they might change.	Hans Hoffman Mark Rothko
5 Shape and Form	This unit is an expansion of students' prior knowledge of shapes and forms. Students will visualize shapes and forms in the real world.	<ul style="list-style-type: none"> Shapes and Forms Forms Take Up Space Free-Form Forms 3-D Me! Buildings and Spaces The Shapes of Things 	1.1.5 Distinguish between circle, square, triangle, rectangle, oval, and organic free-form shapes. 1.1.6 Distinguish between sphere, cube, cylinder, cone, and forms of objects in nature. 1.1.2 Distinguish among various media when looking at works of art, including his/her own. 1.2.1 Use materials and tools safely. 1.4.2 Describe how and why students made a selected work of art, focusing on the media and technique and explain what the work means to them, what they like about their works of art and what they might change.	Teacher-Created Assessment
6 Texture, Rhythm, and Patterns	In this unit, students further explore textures, rhythms and patterns. Students will investigate the rhythms or patterns artists use to give their work a sense of movement.	<ul style="list-style-type: none"> Real Texture Visual Texture Carving Real Texture The Texture of People The Rhythm of Patterns Changing Rhythm of Patterns 	1.2.3 Create two-dimensional and three-dimensional works of art using both real and visual textures. 1.2.8 Create three-dimensional artwork of actual objects using clay, paper and other media. 1.1.7 Find, describe and replicate visual rhythms seen in nature, the environment, and works of art. 1.5.1 Clap out rhythmic patterns found in the lyrics of music and use symbols to create visual representations of the patterns. 1.1.2 Distinguish among various media when looking at works of art, including his/her own. 1.2.1 Use materials and tools safely. 1.4.2 Describe how and why students made a selected work of art, focusing on the media and technique and explain what the work means to them, what they like about their works of art and what they might change.	3D Project

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<p>7</p> <p>Emphasis, Balance, and Unity</p>	<p>This unit will introduce students to the principles of design: emphasis, balance, and unity.</p>	<ul style="list-style-type: none"> • Emphasis on Shape • Emphasize the Difference • Balance • Unity in Sculpture • Words and Unity • Subjects and Unity 	<p>1.2.8 Create three-dimensional artwork of actual objects using clay, paper and other media.</p> <p>1.1.2 Distinguish among various media when looking at works of art, including his/her own.</p> <p>1.2.1 Use materials and tools safely.</p> <p>1.4.2 Describe how and why students made a selected work of art, focusing on the media and technique and explain what the work means to them, what they like about their works of art and what they might change.</p>	<p>Teacher-Created Assessment</p> <p>Discussion of Works of Art</p>

Grade 2 Visual Arts Scope and Sequence

Unit Theme	Unit Focus	Concepts	Focus Standards	Assessment/Connections
1 Introduction	This 3-week unit focuses on creating a positive learning environment by establishing classroom routines and procedures, building teacher-student rapport as students explore/manipulate materials through identity-based mini projects.	<ul style="list-style-type: none"> • Norms, Rituals, Routines • Material Exploration • Identity 	2.1.1 Explore the significance and purposes of art. 2.2.1 Use materials and tools safely. 2.2.4 Create artworks using art media such as oil pastels, watercolors, and tempera paint. 2.4.2 Articulate qualities in a work of art that make him/her like it and compare to qualities of good design. 2.4.1 Compare the subjects, and elements of art and expressive content used in students' original work with those found in the work of others.	Teacher-Created Assessment
2 Line and Shape	This 3-week mini unit continues to build on prior knowledge of lines and shapes, while continuing with media exploration.	<ul style="list-style-type: none"> • Lines Have Names • Many Kinds of Lines • Lines Can Show Feelings • Active Lines • Geometric Shapes • Free-Form Shapes 	2.1.2 Perceive and discuss the use of lines to represent objects in the environment. 2.2.2 Create a contour drawing of shapes. 2.2.1 Use materials and tools safely. 2.4.2 Articulate qualities in a work of art that make him/her like it and compare to qualities of good design. 2.4.1 Compare the subjects, and elements of art and expressive content used in students' original work with those found in the work of others.	Henri Matisse Auguste Herbin Verbal Comparison of Works of Art
3 Shape, Form, and Space	In this unit, students will explore how artists use shapes and forms to create space in works of art. Students will understand that every two-dimensional shape has a matching three-dimensional form.	<ul style="list-style-type: none"> • Shapes and Forms • Face Forms • Body Forms • Shapes in Space • Objects in Space • Animal Forms 	2.2.6 Create form and texture in works of art using clay, paper, paper mache, and fibers. 2.2.7 Represent people, animals and buildings with sculptural materials. 2.2.1 Use materials and tools safely. 2.4.2 Articulate qualities in a work of art that make him/her like it and compare to qualities of good design. 2.4.1 Compare the subjects, and elements of art and expressive content used in students' original work with those found in the work of others.	Sculpture Project Verbal Comparison of Works of Art
4 Color and Value	This unit is a continuation of color theory concepts with an emphasis on value studies. Students will also investigate the reasons artists choose color combinations to express ideas and feelings in works of art.	<ul style="list-style-type: none"> • Rainbow Colors • Light and Dark • Light Values • Dark Values • Warm and Cool Hues • Warm or Cool Scene 	2.1.3 Perceive and discuss differences in mood created by warm and cool colors. 2.2.3 Express personal thoughts and feelings using both warm and cool colors. 2.2.1 Use materials and tools safely. 2.4.2 Articulate qualities in a work of art that make him/her like it and compare to qualities of good design. 2.4.1 Compare the subjects, and elements of art and expressive content used in students' original work with those found in the work of others.	Georgia O'Keeffe Pablo Picasso

Unit Theme	Unit Focus	Concepts	Focus Standards	Assessment/Connections
5 Rhythm and Movement	This unit will cover the techniques artists use to create rhythm and visual movement in paintings and sculpture.	<ul style="list-style-type: none"> • Diagonal Movement • Curving Movement • Making Designs • Floral Designs • Showing Patterns • Showing Collections 	2.1.7 Find, describe and replicate visual rhythms and balance in nature, in the environment, and in works of art. 2.2.1 Use materials and tools safely. 2.4.2 Articulate qualities in a work of art that make him/her like it and compare to qualities of good design. 2.4.1 Compare the subjects, and elements of art and expressive content used in students' original work with those found in the work of others.	Louise Nevelson Vincent van Gogh
6 Balance, Texture, and Emphasis	In this unit, students will investigate the methods artists use to create interest in their artworks using balance, texture, and emphasis.	<ul style="list-style-type: none"> • Formal Balance • Formal Balance in Bodies • Formal Balance in Furniture • Tactile Texture • Texture and Emphasis • 3-D with Texture 	2.2.6 Create form and texture in works of art using clay, paper, paper mache, and fibers. 2.1.7 Find, describe and replicate visual rhythms and balance in nature, in the environment, and in works of art. 2.2.9 Create visual balance using line and rotational symmetry. 2.2.1 Use materials and tools safely. 2.4.2 Articulate qualities in a work of art that make him/her like it and compare to qualities of good design. 2.4.1 Compare the subjects, and elements of art and expressive content used in students' original work with those found in the work of others.	Mask Project Verbal Comparison of Works of Art
7 Harmony, Variety, and Unity	This unit will introduce students to the principles of design: harmony, variety and unity.	<ul style="list-style-type: none"> • Harmony • Variety • Variety and Contrast • Harmony and Unity of Colors • Balancing Harmony and Variety • Unity in Architecture 	2.2.1 Use materials and tools safely. 2.4.2 Articulate qualities in a work of art that make him/her like it and compare to qualities of good design. 2.4.1 Compare the subjects, and elements of art and expressive content used in students' original work with those found in the work of others.	Romare Bearden Frank Lloyd Wright Verbal Comparison of Works of Art